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ABSTRACT

Scarborough (Ontario) School District Area 10 has had a "New Teacher Support Committee" since September 1991, the focus of which is the support of beginning teachers. During the fall of the 1991-92 school year, Area 10 elementary schools participated in a first year teacher orientation program designed to help teachers new to the Scarborough Board of Education through their first few months in the system. Each first year teacher was paired with an orientation buddy, a teacher who would act as a mentor/buddy for the new teacher. Since this was the first year of the program, school board administrators were interested in the perceptions of participants regarding the program's impact. Surveys were developed to review various aspects of the program and to gather participants' comments in order to determine whether the program was useful. Results displayed in tabular form, indicate that beginning teachers felt it was important to have a buddy, and that both the orientation buddies and the participating principals were interested in being involved in the program again. Comments and suggestions for future inservices are included in the discussion. Four appendices, which comprise three-fourths of the report, provide copies of the "Orientation Buddy Program Area 10 First Year Teacher Survey"; "First Year Teacher Survey--Comments"; "Orientation Buddy Survey"; and "Principal Survey." (LL)

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Research Report

Perceptions of Participants in the Orientation Buddy Program in Area 10

Marilyn Hale,
Research Associate

#91/92 - 10

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Meeting the Challenge

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Perceptions of Participants in the Orientation Buddy Program in Area 10

Marilyn Hale,
Research Associate

#91/92 - 10

February, 1992

Lorna Earl, Ph.D., Research Director and General Editor

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INTRODUCTION

Scarborough School Area 10 has had a "New Teacher Support Committee" since September, 1991, the focus of which is the support of first year teachers in this area.

During the fall of the 1991-92 school year, Area 10 elementary schools participated in a first year teacher orientation program designed to help teachers new to the Scarborough Board of Education through their first few months in the system.

Each first year teacher was paired with an "orientation buddy", a teacher who would act as a mentor/buddy for the new teacher.

Purpose of the Research

Since this was the first year of the Orientation Buddy Program, Scarborough administrators were interested in the perceptions of the participants (first year teachers, buddies, and principals of participating schools) regarding the impact of the program.

Questionnaire Development

A Research Associate worked with members of the Teacher Apprenticeship Program Committee (who were developing a similar survey for the Teacher Apprenticeship Program) to develop surveys for the three groups involved in the Orientation Buddy Program (Appendix A). The intent was to review various aspects of the program, along with participants' comments, to determine whether the program was useful.

RESULTS

Return Rate

In Table 1 below, the returns for the three groups are displayed.

TABLE 1

Return Rate

Group	No. Sent	No. Returned	Response Rate (%)
First Year Teachers	21	15	71.4
Orientation Buddies	20	12	60.0
Principals	8	8	100.0

In view of the lower return rate for both first year teachers and orientation buddies, the results do not necessarily represent the total population. However, trends can be gleaned from the data.

FIRST YEAR TEACHER RESULTS

The Orientation Buddy Program appeared to help the first year teachers "a great deal" to "develop an understanding of the school community" (66.7%); and "develop an understanding of the philosophy of the school" (66.7%). Fewer than two-thirds (60%) thought that the program helped them "improve personally and professionally". Just over half the teachers (53.3%) thought that the experience helped them "improve their teaching performance" "somewhat" (Table 2).

TABLE 2

To what extent do you feel that the OBP has helped you to ...

	Hardly at all %	Somewhat %	A great deal %
improve your teaching performance	13.3	53.3	33.3
increase your job satisfaction and commitment	13.3	33.3	53.3
improve your personal and professional well-being	6.7	33.3	60.0
develop an understanding of the philosophy of your school	13.3	20.0	66.7
develop an understanding of your school community	6.7	26.7	66.7

When asked about the success of the match with their "buddy", 73.3 per cent stated that it was "very successful" while 20 per cent stated it was "hardly at all" successful (Table 3).

TABLE 3

How would you rate the success of ...

	Hardly at all %	Somewhat %	Very successful %	Did not attend %	Missing %
your OB/1st year teacher match?	20.0	6.7	73.3	-	-
fall social with principal and orientation buddy	6.7	46.7	33.3	13.3	-
informational session Sept. 23	20.0	20.0	40.0	20.0	-
dinner/Howard Johnson's (social/collaborative)	-	33.3	60.0	6.7	-
Student Evaluation Inservice	6.7	33.3	20.0	33.3	6.7
Parent Teacher Interviews Inservice	-	6.7	40.0	53.3	-

The first year teachers were then asked about the success of various sessions that were held for them, accompanied in some cases by their buddies. (These results can also be found in Table 3.) The most successful inservice session was the social/collaborative dinner inservice held at Howard Johnson's which 60 per cent of respondents indicated was "very successful". This was followed by "informational sessions" (40%) and "parent/teacher interviews" (40%). It should be noted that one-third (33%) of the first year teachers did not attend the "Student Evaluation Inservice", and over one-half (53%) did not attend the "Parent Teacher Interviews Inservice".

It is interesting to note that 100 per cent of the first year teachers included in the Orientation Buddy Program thought the experience was "very important" (Table 4). When asked what the appropriate length of time was for the new teacher program, over one-half of the respondents indicated "one year" (53.3%), followed by one-fifth at "two years" (20%) (Table 5).

TABLE 4

Importance of an orientation buddy

	Not very important %	Somewhat %	Very important %
How would you rate the importance of having an orientation buddy?	-	-	100.0

TABLE 5

Appropriate length of time (years) for new teacher program

	6 months %	1 year %	2 years %	3 years %	4 years %	Missing %
What do you feel is an appropriate length of time for the program?	6.7	53.3	20.0	6.7	6.7	6.7

Comments

The rest of the survey provided the first year teachers with the opportunity to comment on benefits and problems of the program and suggestions for future programs. A summary of the comments can be found in Appendix B. The reader should keep in mind that more than one comment could be made by a single individual for each question. Therefore, the number of comments indicated does not necessarily represent the number of people making them.

Overall, the respondents indicated that the benefits of such a program included the importance of a specific individual to provide support and information which reduced feelings of isolation and eased anxiety.

Any problems that arose centred around the orientation buddy (and were related to meetings, personality, and training.) The characteristics that they felt should be possessed by an orientation buddy were: experience, flexibility, friendliness, honesty, supportiveness.

With respect to the program as a whole, the respondents indicated that it was a valuable program, particularly if the buddy/teacher match was good.

ORIENTATION BUDDY RESULTS

Over 90 per cent of the orientation buddies indicated that the experience as a buddy gave them the opportunity to "dialogue with another adult about child development and learning" (100%), "reflect on their own teaching philosophy" (91.7%), and "experience the satisfaction of helping another professional grow and learn" (91.7%) (Table 6). Two-thirds of the respondents said that it helped them somewhat (66.7%) to "acquire new ideas and approaches to teaching from your new teacher".

TABLE 6

To what extent do you feel your experience as a buddy has provided you with opportunities to ...

	Hardly at all %	Somewhat %	A great deal %
reflect on your own teaching philosophy	-	8.3	91.7
dialogue with another adult about child development and learning	-	-	100.0
acquire new ideas and approaches to teaching from your new teacher	-	66.7	33.3
experience the satisfaction of helping another professional grow and learn	-	8.3	91.7

Three-quarters (75%) of the orientation buddies thought their first year teacher match was "very successful", with the remainder not responding (Table 7).

The orientation buddies also felt that the most successful inservices were the Howard Johnson inservice (75%) and the dinner (66.7%). The orientation/buddy inservice was seen as "somewhat" successful by less than half the respondents (41.7%). Two inservices were not attended by at least half the buddies: student evaluation and parent/teacher interviews (Table 7).

TABLE 7

How would you rate the success of ...

	Hardly at all %	Somewhat %	Very successful %	Did not attend %	Missing %
Your OB/1st year teacher match?	-	-	75.0	-	25.0
Orientation buddy inservice Jan. 20	-	41.7	25.0	33.3	-
Fall social	-	25.0	41.7	33.3	-
Inservice/Howard Johnson's Sept. 23	-	16.7	75.0	8.3	-
Dinner - social/collaborative	-	16.7	66.7	8.3	8.3
Student Evaluation Inservice	-	33.3	8.3	50.0	8.3
Parent Teacher Interviews Inservice	-	-	16.7	75.0	8.3

Orientation buddies thought that the appropriate length of time for the new teacher support program was one to two years (Table 8). Of those responding to the survey, 100 per cent would be inclined to be an orientation buddy in the future (Table 9).

TABLE 8

Appropriate length of time (years) for new teacher support program

	1 year %	2 year %	Missing %
What do you feel is an appropriate length of time for this program?	41.7	41.7	16.7

TABLE 9

Would you be inclined to be an orientation buddy in the future?

	Yes	No
Would you be inclined to be an OB in the future?	100.0	-

Comments

The remaining questions provided the orientation buddies with the opportunity to comment on the benefits of the program, any problems that arose, any suggestions they might have for future such programs, and any additional comments they wished to make (Appendix B).

Generally, the benefits of the program outlined by the mentors included the sense of belonging for new teachers, with opportunities for sharing and learning for both the buddy and the first year teacher. Few problems arose and were related to selection of an appropriate orientation buddy, and job definition. Suggestions made also addressed orientation buddy selection and matching first year teachers with orientation buddies.

PRINCIPAL RESULTS

Principals of the schools where the orientation/buddy program was in place said they received positive feedback from their staff members (Table 10). None received feedback from parents.

When asked whether they would participate in a similar program again, all the respondents said "yes" (Table 10).

TABLE 10

Feedback about the program and participate again

	Yes %	No %	Missing %
Did you receive any positive/negative feedback from staff?	100.0	-	-
Did you receive any feedback from parents?	-	75.0	25.0
Would you be likely to participate again?	100.0	-	-

Comments

The principals had the opportunity to comment on the benefits of the program, any problems that arose, and suggestions they might have for future orientation buddy programs (Appendix B). Generally, they were supportive of the program, listing establishing friendships and making an easier start for first year teachers among the benefits. While few problems arose, they did make several suggestions for future programs. These related mainly to content, and procedures.

CONCLUSIONS

Overall, the Orientation Buddy Program established during the 1991-92 school year in Scarborough was successful. The first year teachers felt it was important to have a buddy, and both the orientation buddies and the participating principals were interested in being involved in the program again.

APPENDIX A

ORIENTATION BUDDY PROGRAM - AREA 10
FIRST YEAR TEACHER SURVEY

(Please circle the appropriate response.)

1. To what extent do you feel the Orientation Buddy Program has helped you to:

		hardly at all	some-what	a great deal
(a)	improve your teaching performance	1	2	3
(b)	increase your job satisfaction and commitment	1	2	3
(c)	improve your personal and professional well-being	1	2	3
(d)	develop an understanding of the philosophy of your school	1	2	3
(e)	develop an understanding of your school community	1	2	3

		hardly at all	some-what	very successful	did not attend
2.	How would you rate the success of your orientation buddy/first year teacher match?	1	2	3	-

3.(i) How would you rate the success of inservices available to date?

(a)	Fall social with principal and orientation buddy	1	2	3	4
(b)	Sept. 23rd at Howard Johnson's (informational session)	1	2	3	4
(c)	Sept. 23rd at Howard Johnson's - dinner - (social/collaborative)	1	2	3	4
(d)	Oct. 6th at Walter Perry - Student Evaluation Rollit Goldring	1	2	3	4
(e)	Nov. 28th at Cedar Drive - Parent Teacher Interviews	1	2	3	4

3(ii) What suggestions do you have for future inservices?

_____

_____

_____

_____

		not very important	somewhat important	very important
4.	How would you rate the importance of having an orientation buddy ready to offer support upon your arrival and during the first term.	1	2	3

5. What are the benefits of the program?

_____
_____
_____
_____

6. What problems arose, if any?

_____
_____
_____
_____

7. What suggestions do you have for future beginning teacher support programs?

_____
_____
_____
_____

8. What do you feel is an appropriate length of time for a new teacher program? _____

9. List characteristics that you feel are important for orientation buddies to possess.

_____
_____
_____
_____

Additional comments:

_____
_____
_____
_____
_____

Please return the completed survey in the enclosed envelope to the Research Centre, Level 2

ORIENTATION BUDDY PROGRAM - AREA 10
ORIENTATION BUDDY SURVEY

(Please circle the appropriate response.)

1. To what extent do you feel your experience as an orientation buddy has provided you with opportunities to:

		hardly at all	some-what	a great deal
(a)	reflect on your own teaching philosophy	1	2	3
(b)	dialogue with another adult about child development and learning	1	2	3
(c)	acquire new ideas and approaches to teaching (from your new teacher)	1	2	3
(d)	experience the satisfaction of helping another professional grow and learn	1	2	3

		hardly at all	some-what	very successful	did not attend
2.	How would you rate the success of your orientation buddy/first year teacher match?	1	2	3	-
3.(i)	How would you rate the success of the inservices and social?				
(a)	June 20th at Walter Perry orientation buddy inservice	1	2	3	4
(b)	Fall social with principal and first year teacher	1	2	3	4
(c)	Sept. 23rd at Howard Johnson's (inservice)	1	2	3	4
(d)	Sept. 23rd at Howard Johnson's - dinner - social/collaborative	1	2	3	4
(e)	Oct. 6th at Walter Perry - Student Evaluation Rollit Goldring	1	2	3	4
(e)	Nov. 28th at Cedar Drive - Parent Teacher Interviews	1	2	3	4

3.(ii) Do you have any suggestions for future inservices?

4. What are the benefits of the Orientation Buddy Program?

5. What problems arose, if any?

6. What do you feel is an appropriate length of time for a new teacher support program? _____

7. Would you be inclined to be an orientation buddy in this sort of program in the future? Yes ❑ No ❑

Why? or why not? _____

8. What suggestions do you have for future Orientation Buddy Programs?

Please return the completed survey in the enclosed envelope to the Research Centre, Level 2

ORIENTATION BUDDY PROGRAM - AREA 10
PRINCIPAL SURVEY

1. List the benefits experienced by your school through involvement in the Orientation Buddy Program.

_____
_____
_____
_____

2. What problems arose, if any?

_____
_____
_____
_____

3. Did you receive any positive or negative feedback from staff? Yes ❑ No ❑

If yes, describe. _____

_____
_____
_____

4. Did you receive any positive or negative feedback from parents? Yes ❑ No ❑

If yes, describe. _____

_____
_____
_____

5. What suggestions do you have for future Orientation Buddy Programs?

_____
_____
_____
_____

6. Would you be likely to participate again should the opportunity arise? Yes ❑ No ❑

Tell why or why not. _____

_____

_____

_____

Additional comments:

Please return the completed survey in the enclosed envelope to the Research Centre, Level 2

APPENDIX B

FIRST YEAR TEACHER SURVEY

COMMENTS

Q3.(ii). What suggestions do you have for future inservices?

NUMBER OF COMMENTS	SUGGESTIONS FOR INSERVICES
1	have inservices held before topic; ie., hold student evaluation so that sufficient time is given to absorb material before we actually have to evaluate
1	how about an inservice regarding promotions through the boards?
1	how to deal with ESL students in the regular classroom? (ie. how to adapt a program)
1	class management and discipline would be good topics
1	keep them up - please inform us earlier of valuable inservices. I wasn't able to attend the parent - teacher interviews inservice because I didn't find out until a few days prior
1	less paper more examples! The parent - teacher interview night was great. The Student Evaluation inservice could have been offered earlier or perhaps even in June
1	ask second year teachers for input - they will best remember first year
1	presenters could survey first year teachers informally as to needs prior to inservices
1	make sure they're not all on the same day/week
1	actually look at what each grade teachers and what the children should be able to do; look at curriculum
1	the informational session was very informative and insightful
1	I would be interested in what the other departments of the board have to offer to a new teacher

FIRST YEAR TEACHER SURVEY

Q5. What are the benefits of the program?

NUMBER OF COMMENTS	BENEFITS
11	someone "specific" to go to for support and/or assistance; (ask questions, advice, cry) without feeling as though burdening her, borrow materials without feeling out of line; someone to talk to in terms of need; ask how the school is run and what the specific policies are
5	decrease feeling of isolation; ease anxiety; welcoming, helps to fit in and feel like you belong; sense of security
2	professional help and social friend
1	curriculum planning, behaviour management; timetable
1	did not reap any as I felt very lost and alone some of the time
1	participated two years ago in another board; worked closely with my mentor for the whole year, worked out extremely well; both knew what the expectations were and lived up to it
1	mature, sound advice/input from a "seasoned" professional who can foresee potential problems and forestall them in a non-threatening and safe manner

FIRST YEAR TEACHER SURVEY

Q6. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
1	my mentor this year was quickly appointed to me. I don't believe he wanted to be involved. He is a very independent (and aloof) person with everyone in the school and rarely ever approached me to offer support. I often felt I was bothering him if I had a question. However, he insisted he was there to help but his actions did not support this
1	my mentor is half time so in the beginning it was hard to make contact but now we have lunch once every other week and I can save up my questions. I also catch her before she leaves at lunch
1	not enough training of mentor - does not know her role
1	mentor does not offer support - I have to seek her out
1	my mentor was not a teacher; my mentor was emotionally supportive only; could offer no curriculum/daybook support
1	needed more scheduled time to talk/discuss -obviously very difficult for 2 teachers to meet regularly and time together is needed to build trust

FIRST YEAR TEACHER SURVEY

Q7. What suggestions do you have for future beginning teacher support programs?

NUMBER OF COMMENTS	SUGGESTIONS
2	meet in June/August, instead of September, for discussing curriculum
2	important to make sure the match is compatible; know of some inappropriate matches; very different philosophy
2	additional prep time or prep time scheduled together; (set aside during school time)
1	meeting my buddy during the in-school orientation
1	more training for mentors so their duties are clearly known
1	have mentors volunteer for the job (not made to do it) and have them known from the first day
1	takes a special teacher to be a mentor, someone who is open, sharing and empathetic; willing to share ideas; offer non-judgemental advice; must want to be a mentor teacher
1	have a session where buddies meet mentors and can try to pair themselves up; this way, all teachers could team up with mentor teachers who have had experience with the same level, same teaching style
1	not aware of specific roles of the mentor and new teacher; like things to be specific and fully outlined
	Comments
2	keep doing it; am very pleased to date

FIRST YEAR TEACHER SURVEY

Q9. List characteristics that you feel are important for orientation buddies to possess.

NUMBER OF COMMENTS	CHARACTERISTICS
13	experience - good organized teaching skills; grade taught; knowledge of curriculum and Ministry guides; a progressive educational philosophy (whole language), activity based; resource person
9	flexible; open minded; understanding; (willing to offer advice but not push ideas)
8	friendly, easily approachable, kindness, sense of humour
6	trustworthy, honest, sincere, caring, can keep confidence
6	supportive, helpful, a desire to help struggling lowly first year teacher willing to share ideas/materials
5	willingness to give extra time; time to spare
4	empathy
2	good listener
2	non-judgemental attitude
2	good communication skills
1	not in position of authority (Principal/V.P.)
1	observant
1	love for teaching
1	good rapport with other teachers same grade/division

FIRST YEAR TEACHER SURVEY

Comments

NUMBER OF COMMENTS	COMMENTS
4	extremely valuable program: - thank you for helping me through my first term; feel I would have had a nervous breakdown by now if it weren't for my mentor; brings many first year teacher concerns out into the open; initiating new teachers into life with the Scarborough Board; better teacher because of my mentor; less stressed, feel comfortable and happy; shows Scarborough Board cares about first year teachers
2	feel lucky to have a mentor that I could go for a chat or advice, excellent choice made - thrilled with my placement and my mentor, couldn't ask for a better match-up
1	because my mentor was so aloof, I found others in the school who were happy to share, laugh, be supportive; did not take his indifference personally as he keeps his distance from most of the staff, prefers his privacy
1	do not think this experience did anything for me; feel thankful that there were other first year teachers to talk and get support; the "New Teacher" get togethers helped me to make these contacts
1	should be voluntary for orientation buddy
1	would like to see this program continued
1	don't have a buddy at the school but couple of teachers have gone out of their way to help and make me feel comfortable
1	really enjoyed being a part of this program; have made a true friend for life; we call each other mentor and tormentor

APPENDIX C

ORIENTATION BUDDY SURVEY

Q3.(ii) Do you have any suggestions for future inservices?

NUMBER OF COMMENTS	SUGGESTIONS FOR INSERVICES
2	class management technique
1	would be helpful for partners to attend inservices together; if a new teacher is experiencing difficulty in a particular area, it should be helpful to attend same inservice and then be able to discuss problems
1	long term planning
1	accountability
1	problem preventing - behaviour defined
1	purpose needs to be clearer; wasn't so sure in September at second inservice
1	found there was a different focus at the Sept.23 inservice - term "Orientation Buddy" changed to "Mentor"; there are different expectations between the two; "Buddy" system is a great idea - we can help each other; I do not feel qualified to be a mentor
1	American speakers often are more entertaining in their approach but effective in the message being delivered
1	more time provided for internal (school) programme planning inservices
1	meeting at the English Language Centre would be of benefit to all concerned
1	classroom visitation (to watch how groups flow and operate; to see behavioural techniques)
1	communication across the curriculum
1	mean what you say - say what you mean

ORIENTATION BUDDY SURVEY

Q4. What are the benefits of the Orientation Buddy Program?

NUMBER OF COMMENTS	BENEFITS
4	give new teachers a sense of belonging; help them feel comfortable and less isolated in a new environment; feels more part of the staff, more involved
4	valuable two way learning experience; to share and learn; enriches own program; as a second year teacher, I had some valuable experiences to share; the new teacher also had ideas to share with me; discuss curriculum
2	provide support to each other
2	new teacher has one person to turn to with questions; felt any question is worth asking; helped acclimatize more quickly, successfully
2	experienced teacher keeps in touch with new thought; given many opportunities to re-examine his /her own teaching philosophy
1	better communication
1	increased self esteem, sense of security
1	sharing and planning together is rewarding; quite beneficial for all teachers, young or old
1	legitimate organized rational approach to getting through the first year experience with dignity and a sense of growth, accomplishment

ORIENTATION BUDDY SURVEY

Q.5. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
1	was not assigned to a buddy until mid way through the program; feel this put me at a disadvantage; missed first inservice when people had the opportunity to meet with each other and get acquainted
1	choosing an appropriate mentor
1	parameter of job are not defined
1	if following some U.S. models, could conflict with Federation policies
1	time
1	a "Buddy" for a first or second year teacher should have more than six years of experience; having a group discussion of experienced teachers with only one year of teaching themselves is difficult
	Comments
1	I feel we had a most successful partnership; I personally enjoyed the situation very much
1	my mentoring partner was receptive to suggestions; willing to share ideas; a very positive exchange of knowledge gained through experiences

ORIENTATION BUDDY SURVEY

Q7. Why would you be an orientation buddy in the future?

NUMBER OF COMMENTS	REASON
1	got some good ideas about activities/different approaches
1	has been an enjoyable experience
1	found it to be a positive experience; the programme is instrumental in beginning a new school year smoothly
1	personal growth/collaboration
1	professional growth
1	the "Buddy" system gives youth back to the older sharing partner
1	is one of the most important things we can do as experienced teachers to help the progession

ORIENTATION BUDDY SURVEY

Q8. What suggestions do you have for future Orientation Buddy Programs?

NUMBER OF COMMENTS	SUGGESTIONS
1	it would better to pair people who are teaching the same grade or in the same area of the school
1	very important to consider personalities when organizing partners, rather than matching names on paper; in my case, I requested a new teacher after having met her; felt she would be comfortable with me; felt this has been the case
1	teachers, not chairpeople should be involved; this should be a program for empowerment of teachers
1	a checklist of what to tell beginning teachers ie. day books, register, school entry routines, etc.
1	two buddies per new teacher
1	continue the program focussing on Orientation Buddies
1	personalities and experience should play a key role in buddying up staff members; both partners must be receptive to the idea
1	use our many wonderful resource people (Spec. Ed) to present services offered by the Board
1	lots of suggestions - looking forward to next committee meeting to give them
	Comments
1	found my mentor to be very competent
1	having had much direction from teachers in their training last year, they were very familiar with routines
1	keep up the good work

APPENDIX C

PRINCIPAL SURVEY

Q1. List the benefits experienced by your school through involvement in the Orientation Buddy Program.

NUMBER OF COMMENTS	BENEFITS
2	promoted friendships
2	easier start for new teachers/off to a good start
1	extra assistance for teachers
1	new teachers were integrated into the staff quickly
1	a commitment on the part of the experienced person to help the new person
1	increased communication between staff
1	gave the new teachers a sense of security
1	avoided errors in routine matters
1	natural lead to mentoring
1	new teacher worked through administrivia much easier and with less pain
1	fewer problems experienced by new hire
1	new hire exhibiting higher level of confidence because of on-going dialogue with experienced teacher

PRINCIPAL SURVEY

Q2. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
1	didn't go far enough
1	social and supportive, more than planning classroom work
1	a misunderstanding of function of orientation buddy compared to function of a mentor; two terms are not synonymous
1	only problem was time for buddies to meet

PRINCIPAL SURVEY

Q3. If you received any positive or negative feedback, describe.

NUMBER OF COMMENTS	FEEDBACK
3	excellent support system for new teachers; appreciated having one specific person to turn to for everyday management problems
2	provide experienced staff an opportunity to reassess their style; to reflect on and explain their program
2	accepted as a positive step
1	those mentoring saw it as a perk
1	some teachers were upset they weren't considered as mentors
1	those who were involved in the program felt it was most worthwhile; it brought the new people on staff "on board" very quickly

PRINCIPAL SURVEY

Q4. Describe any feedback you received from parents?

NUMBER OF COMMENTS	FEEDBACK FROM PARENTS
1	all the answers for question 4 were "no" so there were no responses

PRINCIPAL SURVEY

Q5. What suggestions do you have for future Orientation Buddy Programs?

NUMBER OF COMMENTS	SUGGESTIONS
1	clear explanations of expectation of teacher and student prior to the start of the program, perhaps a booklet
1	change emphases to planning class work (short and long term)
1	six week time period was good
1	allow new teacher to become "naturally" involved with a self chosen mentor which may or may not be the orientation buddy
1	if possible orientation buddy should have similar teaching assignment
1	have one new teacher on the planning committee each year
1	cut down on meetings
1	provide new staff binders for all
1	none - seemed to work fine
1	incorporate our program for all new teacher hires in Scarborough
1	use our people to inservice at June days for new hires
1	set yearly agenda for items/inservices so people can commit early
1	arrange for inservices at one central location
1	it should be mandatory attendance for our people

PRINCIPAL SURVEY

Q6. Would you be likely to participate again should the opportunity arise? If yes, why?

NUMBER OF COMMENTS	COMMENTS
1	It has been a positive experience
1	Better for the new staff than ignoring them
1	New person needs someone to turn to, in order to ensure a smoother start to the teaching profession
1	Most beneficial
1	Value to new staff
1	Because its useful
1	Worthwhile program
1	Terrific benefit to program because rookies are not left to sink or swim and they always have someone to bounce ideas off.

PRINCIPAL SURVEY

Additional Comments

NUMBER OF COMMENTS	COMMENTS
1	My buddy (mentor) teacher does a great job because she does meet with her new hire every Tuesday to discuss one specific topic i.e. classroom support teaching systems, evaluation etc. A terrific program - another example of Area 10 leading the way!